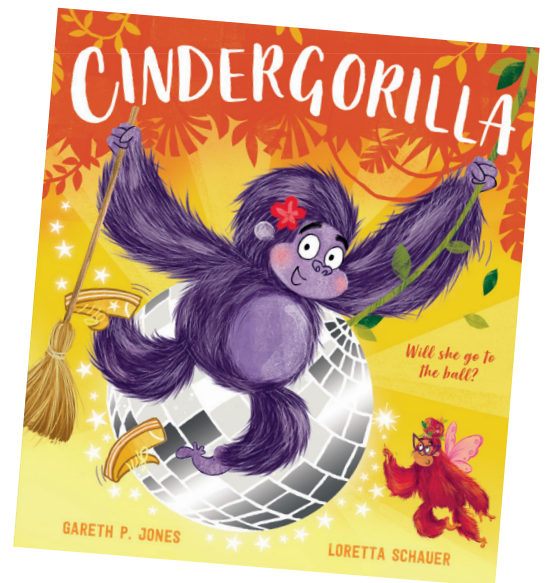


TEACHER NOTES

CINDERGORILLA

by Gareth P. Jones and Loretta Schauer

This resource pack provides activities to support pupils' development in EYFS, based on the exciting new picture book *Cindergorilla* – a perfect story to read with children aged 3-5 years old. Pupils will discuss the events in the story. They will create their own disco, explore characters' feelings and compare the story to other stories that they are familiar with.



What pupils will learn

By reading *Cindergorilla* and taking part in the planned, engaging activities, children will have the opportunity to explore and develop skills covering a variety of statements from Development Matters (revised July 2021) and Early Learning Goals (ELG) from the Statutory Framework for the early years foundation stage (March 2021) in these areas:

- Prime areas: communication and language, physical development
- Specific areas: literacy, expressive arts and design

Statements that link to the two documents are highlighted on each activity throughout the resource pack.

Share how you have used this pack with us @FarshoreBooks and use the hashtag #Cindergorilla

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About The Book

Cindergorilla is a fun-filled twist on the classic children's fairy tale Cinderella, celebrating resilience and becoming your true self!

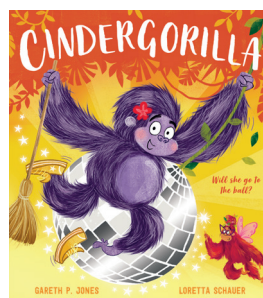
Cindergorilla loves to dance. She longs to go to the Saturday Night Disco Ball, where the other gorillas strut their stuff, but her horrid aunt and cousins, Gertrude and Grace always say no. Instead Cindergorilla must stay home and do the housework!

But all that changes when Cinder gets a visit from her Hairy Godmother . . .
Will she get to go to the ball, after all?

Cindergorilla is the second hilarious title in a fun-filled fairytale series with empowering messages for young readers by Gareth P. Jones. Check out the rebellious *Rabunzel* by the same author!

With vibrant, colourful illustrations by Loretta Schauer.

For children aged 3-5.



COMING SOON!

Snowy White will be purr-ing into bookshops in 2022.

1. Getting started – introducing the story



Development Matters statements

Communication and Language

Children in Reception will be learning to:

- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.

Early learning Goals

Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

You will need a copy of the book *Cindergorilla* by Gareth P. Jones and Loretta Schauer to read with the children.

Share the title of the book with the children. Does the name sound like the name of a character from another story?

Read the whole story to the children, sharing pictures with them, so that they hear the complete narrative.

Discuss the story and what happens. Can children remember the names of the characters?

Have the story available for children to revisit during continuous provision. You may also want to leave toys similar to the characters, if they are available, and role play costumes suitable for a disco.

Model thinking out loud

“This name sounds very familiar to me. It sounds a little like Cinderella! I wonder if this story is going to be similar?”



2. Rereading – develop a deeper understanding of the story



Development Matters statements

Communication and Language

3 and 4 year olds will be learning to:

- Use a wider range of vocabulary.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”

Children in reception will be learning to:

- Learn new vocabulary.
- Listen to and talk about stories to build familiarity and understanding.

Early learning Goals

Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

ELG: Speaking

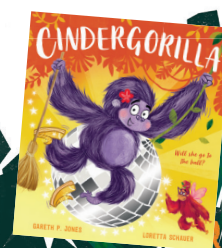
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories.

Reread the story to the pupils, explaining why you are doing this.

Reread the story to the pupils, pausing to discuss events and illustrations as you read. You could use the example question stems below, modelling to pupils how a reader ‘thinks’ while reading a story.

Model thinking out loud

“I think we should reread the story so that we can really understand what happens to Cindergorilla and talk about our favourite parts of the story.”





Model thinking out loud

"I wonder how Cindergorilla feels..."

"I wonder what will happen next?"

"What would I do if that happened to me?"

"I love this character because..."

"The hairy godmother makes me giggle. I think in other stories it is a 'fairy' godmother."

"I think this story is similar to another story I know..."

When rereading, explore new vocabulary with the children in the context of the story. One or two words could be chosen to explore every time the book is reread.

Pupils could act out what is happening to help them understand the meaning where appropriate.

Words that you may wish to explore are:

demanded boogied twirled transformed

groovy nervous fled dainty limelight



Model thinking out loud when exploring vocabulary

"I wonder what... means?"

"In the story this word means..."

"A different word we could use is..."



A stylized illustration of a toucan bird. The bird has a large, multi-colored beak with stripes of black, orange, yellow, and red. Its body is primarily blue and green, with a large white eye. The wings and tail are decorated with long, blue and green feathers. The bird is standing on two red legs.

CINDERGORILLA

With who goes to the ball?

GARETH P. JONES
LYNETTE SHARKEY

4. Exploring characters – How are they feeling?



Development Matters statements

Communication and Language

3 and 4 year olds will be learning to:

- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”

Literacy

3 and 4 year olds will be learning to:

- Engage in extended conversations about stories, learning new vocabulary.

Early Learning Goals

Communication and Language

ELG: Speaking

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories.

Look at **Activity Sheet 2: How are they feeling?** on Page 10 and discuss the different emotions that are shown (happy, sad, excited, grumpy). Talk about times that the children have felt these emotions and what that looked like.

Model thinking out loud

“I wonder what it looks like when people are feeling grumpy...”

Reread the story as a class or in small groups using **Activity Sheet 2: How are they feeling?** on Page 10. As you read, pause and discuss how characters are feeling. Pupils can point to the relevant face on the activity sheet that shows how the character is feeling.

Model thinking out loud

“I wonder why they might be feeling like that?”

You could discuss Cindergorilla’s feelings in these key points in the story:

- Cindergorilla’s two cousins go to the disco.
- The hairy godmother arrives.
- Cindergorilla goes to the disco.
- Everyone helps to tidy up.
- Cindergorilla dancing at the end.



5. Dancing shoes – creating your own disco!



Development Matters statements

Physical Development

Children in reception will be learning to:

- Progress towards a more fluent style of moving, with developing control and grace.

Expressive arts and design

Children in reception will be learning to:

- Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goals

Physical Development

ELG: Gross Motor Skills

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Creating with materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Reread the story *Cindergorilla* with the children. What did Cindergorilla enjoy doing?

Discuss whether the pupils have ever been to a disco. Where was the disco?

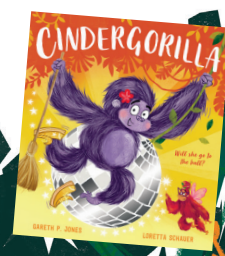
Ask pupils to help you set up a disco area in the classroom and invite them to create some disco dance moves just like Cindergorilla and Travis! If possible, have clothing/material available in the role play area for children to create their own disco outfits. Or you could invite children to bring their own disco clothes to school.

Remind pupils what was used to create Cindergorilla's dancing shoes (banana skins).



Can they design a new pair of dancing shoes for Cindergorilla? Using **Activity Sheet 3: Disco shoes** on page 11, pupils should design their own. They could use paints, pencils or collage to create them.

Don't forget to share how you have used this pack with us @FarshoreBooks and use the hashtag #Cindergorilla



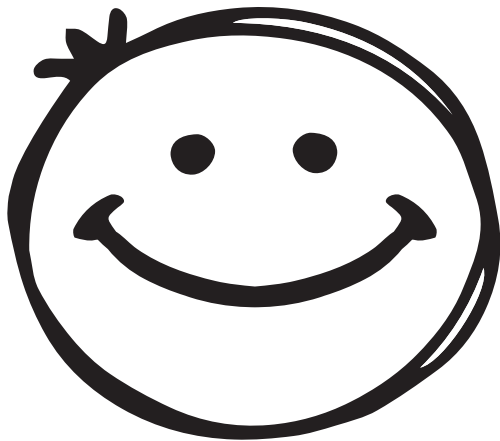
Activity Sheet 1: Sequencing Events



Note to adults: Cut out the cards before using with the children.



Activity Sheet 2: How are they feeling?



happy



sad



excited



grumpy





Activity Sheet 3: Disco shoes



Design a pair of new disco shoes for Cindergorilla!

